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ABSTRACT

The performance and goals of the Colorado education system are evaluated in this report, with a focus using progress indicators to establish baseline levels of performance. Colorado 2000's six goals are based on the National Education Goals established in 1989, and are described under the following headings: (1) "Readiness"; (2) "High School Completion"; (3) "Student Achievement"; (4) "Math and Science Achievement"; (5) "Adult Literacy and Lifelong Learning"; and (6) "Safe and Drug-Free Schools." The goals are then outlined in terms of objectives, indicators (statistical measures) for 1991, and examples of exemplary community response. The appendix contains state board educational goals. (LMI)

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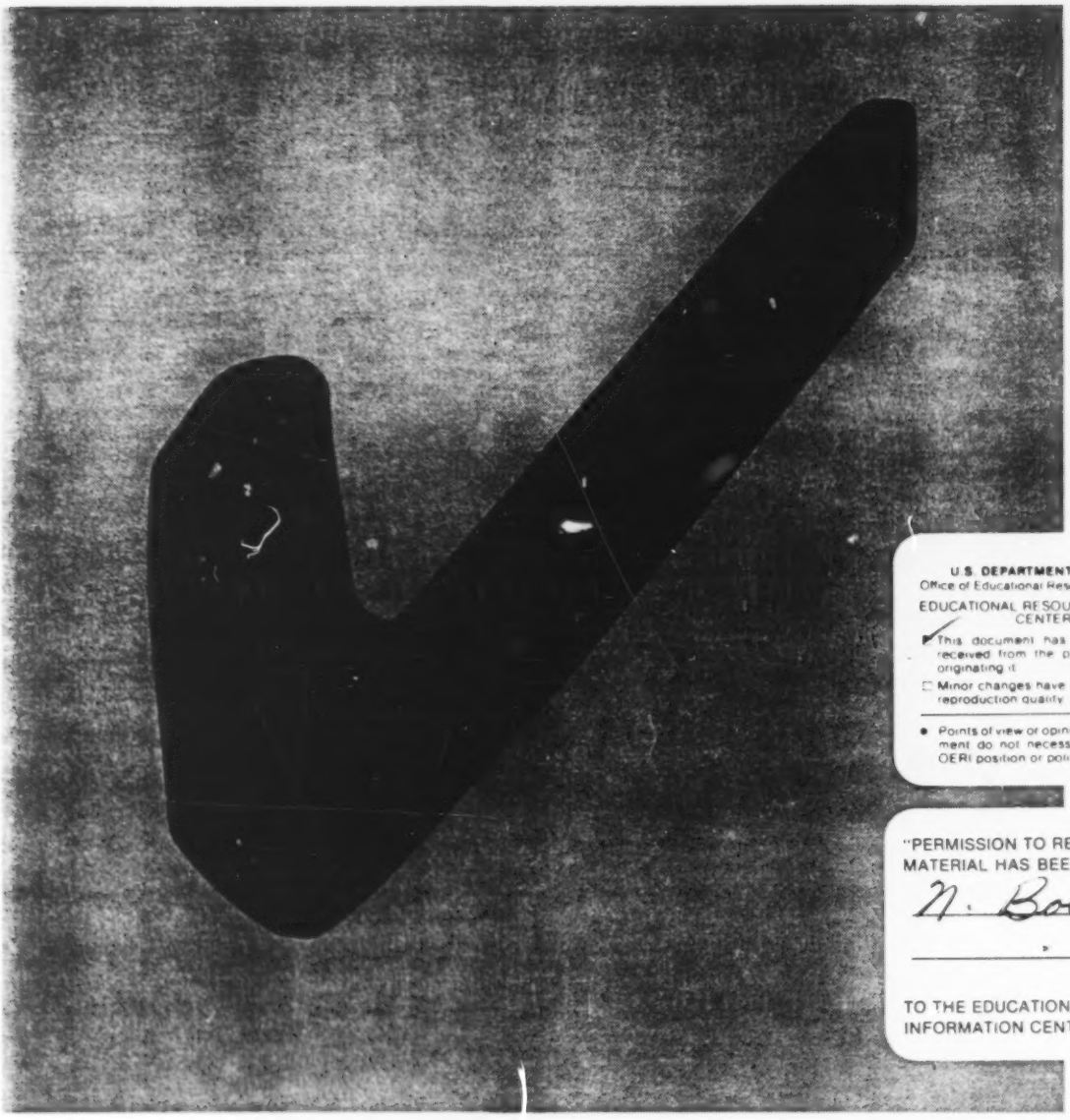
THE COLORADO REPORT CARD 1991

THE NATIONAL EDUCATION GOALS REPORT: BUILDING A NATION OF LEARNERS

ED 338 112



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October 1, 1991
Governor Roy Romer

EA 023 487

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GOAL ONE:

By the year 2000, all children in America will start school ready to learn.

GOAL TWO:

By the year 2000, the high school graduation rate will increase to at least 90 percent.

GOAL THREE:

By the year 2000, American students will leave grades four, eight and twelve having demonstrated competency over challenging subject matter including English, mathematics, science, history and geography. Every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning and productive employment in our modern economy.

GOAL FOUR:

By the year 2000, U.S. students will be first in the world in mathematics and science achievement.

GOAL FIVE:

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

GOAL SIX:

By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

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A COMMITMENT TO ACCOUNTABILITY

We live in a time of extraordinary and rapid change. Political systems, geographic boundaries and new applications of technology are evolving in ways that were unimaginable even a few short years ago. To preserve our economic prosperity, our democratic society and our ability to shape our own destinies, we must become a nation of learners. We can find opportunity in change only if we have the flexibility of mind, the self-understanding and the high skill level of lifelong learners.

National and local polls continue to reflect strong support for schools and a recognition that the quality of our education systems will determine the shape of our future. Our challenge is to translate these values into policies and practices that will help learners of all ages achieve their potential. There are no short-cuts. Meeting this challenge will require determination, commitment and resources over the long-term.

This report, the first in a ten-year series, offers a tool to guide these efforts. Its purpose is to provide a frank evaluation of the performance of our learning systems and the students they serve. By design, it is an accountability process intended not just to measure progress, but to motivate progress.

The seeds for this report were sown in September, 1989, when President Bush and the nation's Governors met together in Charlottesville, Virginia at a national education summit. The summit's purpose was to create a common commitment for excellence and accountability in our education systems. The discussion focused on the need for major restructuring of our schools and for a revolution in our expectations.

Summit participants adopted six national education goals. The goals are very ambitious. But state and national leaders believe they accurately reflect the progress that we must make to secure our future in a increasingly competitive world economy that is rapidly becoming skill- rather than resource-based.

The nation's Governors and the President realized that the adoption of goals would be an empty gesture without a shared commitment to achieve them and a willingness to be held accountable for progress made.

In July, 1990, the National Education Goals Panel ("Panel") was created by the administration and the National Governors' Association. The Panel, chaired by Governor Roy Romer, was charged with designing a process that would make good on the promise of accountability. The Panel took on the task of developing an annual report through which the nation and the states could evaluate their progress toward meeting the national education goals over a ten-year period.

The first step in this process was selecting a set of progress indicators. The indicators adopted by the Panel for use in the national report, and which are reflected in this state report, are the product of extensive study and debate. In the judgment of the Panel and the experts who advised the Panel, they represent the best answer now possible to the question of how we are progressing toward the goals.

The indicators have two important characteristics. First, they are outcome-oriented. They do not focus on how hard we are trying, nor on the difficulty of the circumstances that confront us. Instead, they focus on whether we are succeeding or failing at what we set out to do: achieve the education goals.

Second, the indicators are intended to measure progress against world class standards of performance, not compare states. To succeed in the global economy all of our graduates need to read, write, think and solve problems better than ever before — well enough to meet world class standards. Therefore the indicators are designed to measure each state's educational results against these standards over time.

On September 30, 1991, the second anniversary of the summit, the National Education Goals Panel will release the first national report. This 1991 Colorado progress report is being released simultaneously to place the reporting process in a Colorado-specific context.

This first report sets baseline, benchmark levels of performance against which our success or failure can be measured in the future. In future reports we will be able to identify trends in the data and track how the indicators respond over time to changes in public policy.

Some of the indicators selected by the Panel are not presently subject to measurement at the state level. We resolve to work over the course of the reporting period to improve our measurement capacity. As the decade progresses, there will be new forms of data available.

THE COLORADO GOALS

Colorado has its own set of K-12 and postsecondary goals that correspond to the national goals. Pursuant to the Public School Finance Act of 1988, the State Board of Education set high statewide goals for Colorado's student achievement, attendance and graduation. The Act also required each school to establish an accountability process by which to develop a set of high goals and objectives, consistent with (but not limited to) the State goals. Each school has established a school advisory accountability committee and is required to develop a school improvement plan to reach its goals. The full text of the state goals for K-12 education is included in this report as an Appendix.

At the postsecondary level, the 1985 Higher Education Accountability Act declares that colleges and universities will be held accountable for improvement in student knowledge, capacities, and skills between college entrance and graduation. The law requires colleges and universities to assess the performance of students each year, and report the results of this assessment to the public. If colleges and universities fail to comply with this directive, state funds may be withheld.

For ease of reference, this report uses the indicators and the format established by the National Education Goals Panel. Much of the data used to measure the national goals and indicators, however, is directly applicable to marking our progress toward these state goals as well.

CLOSING THE PERFORMANCE GAP

What do the numbers in this report tell us? They reflect that our best efforts to date have fallen short of what we need to accomplish. We have made terrific strides in building a system that provides all Colorado students with the basic skills. However, Colorado students are not achieving well in the higher order skills that will be necessary to secure a competitive future.

In short, while we are doing better at the old game of basics, we are falling far short of world class standards. To survive we must now set our sights higher.

Reform of the nature required to truly affect outcomes cannot result from a piecemeal approach. Instead, it calls for a comprehensive agenda that addresses linked reform issues simultaneously.

There is an vital state role in establishing a framework for this comprehensive agenda and in providing a regulatory and resource environment that will support its implementation. In the final analysis, however, we will succeed or fail because of what happens in individual classrooms and individual school communities. State action, without corresponding community commitment cannot take us the distance.

The Colorado 2000 Communities Initiative was established to motivate such a partnership of state, community and individual action to achieve the goals.

COLORADO 2000 COMMUNITIES

Colorado 2000 asks each community to participate in a four-fold program:

- ✔ Adopt the national education goals
- ✔ Design a strategy for achieving the goals
- ✔ Assess progress toward the achievement of the goals
- ✔ Determine how to allocate the resources necessary at both the state and local levels to get the job done.

Colorado 2000 was launched with a statewide teleconference on June 17, 1991. More than 6,700 citizens at 141 sites participated. Communities were encouraged to form local committees to collect information and develop ideas for achieving the six national education goals. Regional hearings were held in ten locations throughout the state to provide a forum for the discussion and refinement of ideas and strategies.

Each local goal team was asked to report its ideas, findings and conclusions to its state counterpart — the six Colorado 2000 State Goal Teams. The State Goal Teams reviewed the local reports and prepared a consolidated state report for presentation in draft form to the Colorado 2000 Congress.

On September 7, 1991, the Colorado 2000 Congress was convened with 1,200 community representatives in attendance. Participants worked through the day reviewing, refining and prioritizing the report and recommendations of the state goal teams. This process produced a First Year Action Plan with priority recommendations for each goal.

Participants at the Congress also endorsed the creation of a Task Force on Standards and Assessment. The Task Force will establish a process by which we can develop, on an accelerated basis, student performance standards (what students should know and be able to do) and assessments that allow us to authentically measure student performance against those standards. Finally, the Congress passed a resolution urging the Colorado General Assembly to act now to provide a sufficient and stable revenue base to fund education in this state.

THE COLORADO 2000 COMMUNITIES FIRST YEAR ACTION PLAN

A COLORADO AGENDA

The goal team reports, as adopted by the Colorado 2000 Congress, reflect several common themes that cross the six goals and Colorado's diverse learning systems and communities. These themes capture our shared values and offer a framework on which a comprehensive Colorado education agenda can be built.

- ✔ Parents play an absolutely critical role in the education process. The more we can do to help parents become effective and empowered advocates for their children's education, the stronger the children's likelihood of success.
- ✔ The goals cannot be met by schools working alone. There must be a partnership between schools, homes, communities, and state and local agencies that seek to support children and their families. Businesses also must play a vital role. Communities, not the schools, have ultimate responsibility for the success of learning enterprises.
- ✔ Professional development of educators is a key issue. As we demand more from schools, we must be willing to invest in staff development opportunities for teachers in order to prepare them to meet these new challenges.
- ✔ The use of technology, as a learning aid and as a management tool, offers exciting opportunities to expand the quality of and access to our learning systems.
- ✔ We cannot hope to achieve the goals without an adequate and reliable funding base to support our learning systems.
- ✔ This Action Plan must be implemented in a way that celebrates our cultural diversity. Students of all ages should be exposed to multicultural learning opportunities and language should not be a barrier to access to educational services at any level.
- ✔ We need to establish world class (high, internationally competitive) standards of educational achievement and assess our performance against these standards.
- ✔ We need to develop new ways to authentically assess student performance. Accountability for results is extremely important, but is only fairly applied if we are asking the right questions and applying valid measures.
- ✔ In addition to developing high quality programs, we must assure that every interested learner has access to these programs.
- ✔ Our success is ultimately dependent upon the value we, as individuals and as a state, place on education.

PRIORITY RECOMMENDATIONS

These priority recommendations for each goal were adopted by the Colorado 2000 Congress:

GOAL ONE:
READINESS

- ✔ Develop collaboration/coordinating councils at the local community and state levels. These councils would integrate and consoli-

date programs and services across public and private entities to reduce duplication and fragmentation and to ensure young children receive the services they need.

- ✔ Fully fund Colorado preschool projects, Head Start, prenatal care and nutrition programs, well-baby and well-child programs and immunization programs. Ensure that parents of all young children have access to quality childcare.
- ✔ Ensure that parents of all young children have access to parent education and support programs. Offer diverse programs and outreach to meet parent needs.
- ✔ Help schools to be ready to receive children by ensuring that they use developmentally appropriate methods that can accommodate the unique learning needs of young children. Examples of appropriate methods include: small class size, hands-on learning opportunities and individualized curriculum.
- ✔ Develop information, resource and referral programs in every community so that parents and caregivers can find out the kinds of community support that is available to them and how to access that support.

GOAL TWO:
HIGH SCHOOL COMPLETION

- ✔ Develop curriculum that is outcome-based, clearly reflecting the essential skills that a student will need to be successful at the next level. This curriculum should be related to real world experiences, our students' cultural diversity and integrated across subject matter disciplines.
- ✔ Promote quality identification and intervention programs for students who are at risk of not completing school. Programs should be diverse and well-funded to ensure that intervention occurs as early as possible and for every student who needs this extra support to succeed.
- ✔ Coordinate family, school and community programs that address the needs of all youth who are at risk of not completing school and their families.

GOAL THREE:
STUDENT ACHIEVEMENT

- ✔ Motivate the citizens of Colorado to commit to the vision of all children as successful and lifelong learners.
- ✔ Provide resources at a level that directly reflects the scope of the reforms being undertaken. At the same time, develop and improve accountability and coordination of the state's learning systems.
- ✔ Encourage student-centered learning — that which reflects what we know about how we learn and the unique styles and needs of individual students — to enable all students to attain high, internationally-competitive standards of performance. Outcomes should be the constant. Time, instructional strategy, student age and curriculum should be the variables.
- ✔ Replace over-reliance on standardized testing with multiple, authentic assessments. Assessments could include teacher observation, assessment of change, student projects and developmental assessment.

GOAL FOUR:
MATH AND SCIENCE ACHIEVEMENT

- ✔ Revise and expand the math-science-technology (MST) curriculum at every level so that it focuses on higher order thinking skills, critical thinking and problem solving, rather than rote memorization and computation. The curriculum should provide many "hands on" active learning opportunities, and be application oriented, interdisciplinary and integrated with technology.
- ✔ Update and maintain a high level of math, science and technology skills and knowledge in teachers, administrators and counselors through quality professional development programs. These programs should target preservice teachers as well as those who are already employed. At the state level, this can be accomplished through the certification process and with technical assistance and increased resources, including technology, for staff development.

- ✔ Create incentives to increase community involvement and support for learning and for high math-science outcomes for all students and for reform efforts directed toward these ends.
- ✔ Set high performance standards in math, science and technology for all students.

GOAL FIVE:
ADULT LITERACY AND LIFELONG LEARNING

- ✔ Establish a comprehensive, sustained media effort to inform individuals and organizations of available lifelong learning opportunities and to encourage communities and individuals to value lifelong learning. The media should be encouraged to share their expertise in the development of a multimedia public relations effort that is multi-lingual and culturally sensitive.
- ✔ Identify state dollars for adult basic skills and increase revenues overall for lifelong learning opportunities. The demand for basic skills and literacy programs far exceeds their availability. Between 1979 and 1985, the percentage of adults returning to some form of educational opportunity increased from 22 percent to 45 percent, yet financial resources continue to focus on the under 21 age group. Expansion of the volunteer corps does not provide a solution. While such expansion is certainly desirable, it is not free. Supervision, training and materials are prerequisites to an effective and successful volunteer program.
- ✔ Inventory all services of adult basic skills and literacy which now exist and identify all lifelong learning opportunities, including the arts and cultural resources, in each community. Distribute this information to business and industry, community agencies and organizations and to the public. Assess additional lifelong learning requirements and needs of the community.

GOAL SIX:
SAFE AND DRUG-FREE SCHOOLS

- ✔ Build broad-based community coalitions, including youth, seniors, law enforcement, judiciary, teachers, administrators, parents, media, businesses, clergy, civic leaders and elected officials. These coalitions should identify the nature and scope of the problem in their communities through a pragmatic and honest evaluation of drug abuse, gang activities, discipline in the schools and perceptions about the community.
- ✔ Develop a Prevention-Intervention-Treatment-Aftercare Continuum in each community in collaboration with federal, state and local agencies. Programs should reflect local priorities and build on successful programs in other communities. Components of such a continuum might include:
  - Parent/family support groups for teens and preteens.
  - Neighborhood conflict resolution training groups to deal with gangs and violence.
  - Mentorships using community volunteers.
  - Community-based parenting classes.
  - Education efforts directed at the negative effects of alcohol and other drugs.
  - Self-esteem training.
- ✔ Establish comprehensive (K-12) health and safety programming in schools that includes discussions of suicide, teen pregnancy, violence, alcohol, tobacco and illegal drugs, AIDS, and sexual health and abuse. The program should include the promotion of healthy lifestyles and self-esteem training to help students develop pro-social skills.
- ✔ Identify federal, state and local resources to fund these programs. Adequate funding is a precondition to the implementation of the recommendations.

NEXT STEPS

There are many local initiatives already underway to improve learner outcomes. A few are mentioned by way of example in the data section of this report.

At the state level, the Executive Branch is implementing a comprehensive children and families agenda. The Colorado Commission on Higher Education continues to make increasing access to higher education a major priority. The Colorado Adult Literacy Commission, appointed by the State Board of Education, recently issued a set of recommendations to address adult basic skills issues.

While the purpose of this report is not to catalog these various initiatives, it is important to note that a great deal of quality work has been and is being undertaken and that there is reason to be optimistic.

The purpose of the data section in this first report is to establish baselines against which our future progress can be measured. With next year's report, we will be able to identify trends in the data. This information will help us determine how our policies and initiatives are affecting learner outcomes and contributing to the achievement of the national education goals. In this way, the reporting process will be a tool in helping improve our performance as well as a tool of accountability.

This report represents a new and unique undertaking. We are anxious to enhance its effectiveness over the decade-long reporting period and invite your feedback on its content or form. Please direct your comments to Governor Roy Romer, to Commissioner of Education William Randall, or to David Longanecker, the Executive Director of the Colorado Commission on Higher Education.

THE 1991 INDICATORS

This section contains Colorado data for the indicators established by the National Education Goals Panel. The year noted is the most recent reporting period for which data is available. Not all data is collected on an annual basis. Exemplary programs are noted to illustrate the range of strategies being implemented to achieve the goals.

GOAL ONE:

By the year 2000, all children in America will start school ready to learn.

OBJECTIVES:

- ✔ All disadvantaged and disabled children will have access to high-quality and developmentally appropriate preschool programs that help prepare children for school.
- ✔ Every parent in America will be a child's first teacher and devote time each day to helping his or her preschool child learn.
- ✔ Parents will have access to the training and support they need.
- ✔ Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies and the number of low-birthweight babies will be significantly reduced through enhanced prenatal health system.

INDICATOR: PRENATAL HEALTH CARE

MEASURES:

- 1989 — Low birthweight rate — 7.8% (4,087 births)
- 1989 — 76.4% of pregnant women began prenatal care in first trimester

Data Source: Colorado Department of Health

INDICATOR: CHILDREN'S ACCESS TO HEALTH CARE

MEASURES:

- 1989 — Infant mortality is 8.7 deaths per 1000 live births
- 1991 — 57.9% of all children are fully immunized by age two

Data Source: Colorado Department of Health

- 1990 — 129,000 or 14.5% of all children under the age of 18 are without any form of health insurance.

Data Source: 1989 Census Bureau Supplement of Current Population Survey

INDICATOR: NUTRITIONAL STATUS

MEASURES:

- 1988 — 63% of eligible clients were participating in the WIC nutrition program (Special Food Program for Women, Infants and Children)

Data Source: Colorado Children's Campaign, An Ounce of Prevention (1989)

INDICATOR: PARTICIPATION IN PRESCHOOL BY LOW-INCOME AND DISABLED STUDENTS

MEASURES:

- 1990-91 — 2,750 children were enrolled in the Colorado Preschool Project, a state funded program serving four and five year olds in need of language development. It is estimated that 10,000 children meet eligibility requirements for the program.

Data Source: Colorado Department of Education

- 1991 — Project Head Start, a federal income eligible preschool program serving four and five year olds, will serve an estimated 6,000 in Colorado.

Data Source: Regional Head Start Office

INDICATOR: QUALITY OF PRESCHOOL

MEASURES:

- 1990 — 42 of the 1,031 licensed preschools and centers in the state (4%) are accredited by the National Academy of Early Childhood Programs, meeting established quality standards.

Data Source: National Association for the Education of Young Children

- 1989 — 29 of Colorado's 6,351 licensed family child care providers (.5%) are accredited by the National Association of Family Day Care, meeting established quality standards.

Data Source: National Association of Family Day Care

- 1991 — 712 early childhood providers in Colorado have completed their Child Development Associate Credential, a one-year professional training program.

Data Source: Council of Early Childhood Professional Recognition

- 1989 — Annual turnover rate of providers in the early childhood education field is 45% for assistants and 40% for teachers.
- 1989 — Child care teachers in Colorado have an average annual starting salary of $6,808.

Data Source: Colorado Survey of Child Care Center Salaries, Benefits and Working Conditions: 1989, Colorado Association for the Education of Young Children

INDICATOR: HOME ACTIVITIES OF PARENT/GUARDIANS WITH PRESCHOOLERS

MEASURES:

- Data presently unavailable in this form at the state level.

A SAMPLING OF EXEMPLARY COMMUNITY RESPONSE

✔ **The Center in Leadville offers early childhood care and education programs, family support services, parenting education, and home visitor programs. The Center, housed in an elementary school, is open 365 days a year. CONTACT: Kathy Brendza, Director, (719) 486-3946.**

✔ **Douglas County School District is the first school district in the United States to have all kindergarten programs accredited by the National Association for the Education of Young Children's National Academy. CONTACT: Liz Grams, Douglas County Schools, (303) 688-3195.**

✔ **Family Futures provides families with a full range of services on an integrated basis through case management, counseling and home visiting. Based on findings from a play-based assessment tool, an individualized plan of activities is developed for each child. Trained home visitors work with parents in their homes to implement the plan. CONTACT: Jan Burke, Director, (303) 335-2008.**

GOAL TWO:

By the year 2000, the high school graduation rate will increase to at least 90 percent.

OBJECTIVES:

✔ The nation must radically reduce its dropout rate and 75 percent of those who do drop out will successfully complete a high school degree or its equivalent.

✔ The gap in high school graduation rates between American students from minority backgrounds and their non-minority counterparts will be eliminated.

INDICATOR: HIGH SCHOOL COMPLETION RATE OF 19-20 AND 24-25 YEAR OLDS

MEASURES:

- Data presently unavailable in this form at the state level. In 1990, 7,122 persons received a GED. Of the GED test-takers, 37 percent were 17-19 years of age and 63 percent were 20 years or older. The average age was 25.2.

Data Source: Colorado Department of Education

INDICATOR: PERCENTAGE OF DROPOUTS WHO GO ON TO FINISH HIGH SCHOOL

MEASURES:

- Data presently unavailable in this form at the state level.

INDICATOR: PREDICTORS OF SCHOOL COMPLETION AND DROPPING OUT SUCH AS POVERTY, SINGLE PARENT FAMILIES, LIMITED ENGLISH PROFICIENCY, AND ATTITUDES ABOUT SCHOOL.

MEASURES:

- Data presently unavailable in this form at the state level.

INDICATOR: DROPOUT AND GRADUATION RATES

MEASURES:

- 1989-90 — Of the 273,440 students in grades 7-12, 11,075 (4.15 percent) dropped out. The graduation rate for the class of 1990 of was 80.0 percent (based on a three-year rate encompassing grades 10-12).

  The 1990 graduation rate by ethnic group is: Asian: 84.9 percent; White: 83.1 percent; Black: 73.5 percent; Hispanic: 66.4 percent; and Native American: 57.0 percent.

Data Source: Colorado Department of Education, Colorado Public School Annual Dropout Rates and Graduation Rates, December, 1990

A SAMPLING OF EXEMPLARY COMMUNITY RESPONSE

✔ **Adams County District 50 uses community liaisons to follow up on at-risk students at the senior high level, as an intervention for those who had left school and as prevention for those whose attendance patterns are borderline. The follow up occurs primarily at the student's home in the evening hours. CONTACT: David McElroy, Adams County School District 50, Westminster, (303) 428-3511.**

✔ **Pueblo School District 60 is one of many districts that seek to address the dropout problem by focusing on early intervention. The District has a program to identify, through screening and assessment of four year olds, those students who are potential "discontinuers" and a program of mentoring and support to enhance their chance of success. Of the children participating in this program, 90 percent are Hispanic. CONTACT: Martin Gonzales, Pueblo City School District No. 60. (719) 549-7188.**

GOAL THREE:

By the year 2000, American students will leave grades four, eight and twelve having demonstrated competency over challenging subject matter including English, mathematics, science, history and geography. Every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning and productive employment in our modern economy.

OBJECTIVES:

- ✔ The academic performance of elementary and secondary students will increase significantly in every quartile and the distribution of minority students in each level will more closely reflect the student population as a whole.
- ✔ The percentage of students who demonstrate the ability to reason, solve problems, apply knowledge and write and communicate effectively will increase substantially.
- ✔ All students will be involved in activities that promote and demonstrate good citizenship, community service and personal responsibility.
- ✔ The percentage of students who are competent in more than one language will substantially increase.
- ✔ All students will be knowledgeable about the diverse cultural heritage of this nation and about the world community.

INDICATOR: ACHIEVEMENT SCORES FROM THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP) IN ENGLISH, MATHEMATICS, SCIENCE, HISTORY AND GEOGRAPHY

MEASURES:

- Data is available only on a national basis. A Colorado correlate is the 1990 State Writing Assessment:

	Unacceptable	Minimal	Better	Excellent
Descriptive Writing				
Grade 4	15.7%	66.9%	15.2%	0.4%
Grade 7	4.7%	47.8%	38.9%	5.2%
Grade 10	1.7%	21.6%	48.1%	22.5%
Persuasive Writing				
Grade 7	25.0%	57.7%	13.1%	0.4%
Grade 10	13.7%	47.1%	30.2%	3.9%

Data Source: Colorado Department of Education.

INDICATOR: ACHIEVEMENT SCORES FROM THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP) STATE DATA EIGHTH GRADE MATHEMATICS

MEASURES:

- Percentage of 8th Grade Public School Students at or above each achievement levels:

	COLORADO	NATION
BASIC		
All Students	66.1	58.2
Male	67.7	58.1
Female	64.5	58.2
White	75.7	68.7
Black	23.6	24.9
Hispanic	38.1	34.4
PROFICIENT		
All Students	18.2	15.5
Male	19.6	17.6
Female	16.8	13.3
White	23.0	19.4
Black	1.6	3.7
Hispanic	3.4	4.1
ADVANCED		
All Students	0.6	0.8
Male	0.8	1.1
Female	0.3	0.5
White	0.6	1.1
Black	0.0	0.0
Hispanic	0.2	0.0

Data Source: National Assessment of Educational Progress

INDICATOR: NUMBER OF ADVANCED PLACEMENT TESTS GIVEN AND SCORES EARNED IN ENGLISH, MATHEMATICS, SCIENCE AND HISTORY

MEASURE:

- 1990 Advanced Placement Exams. (NOTE: Scores 3, 4 and 5 on the 5-point scale represent "qualified" to "extremely well-qualified")

  English: 106 Tests Given, 78.3% scored 3 points or higher

  Math: 60 Tests Given, 85.0% scored 3 points or higher

  Science: 44 Tests Given, 72.7% scored 3 points or higher

  History: 104 Tests Given, 64.4% scored 3 points or higher

Data Source: The College Board

INDICATOR: NUMBER OF ADVANCED PLACEMENT TESTS GIVEN AND SCORES EARNED IN THE FINE ARTS AND FOREIGN LANGUAGES

MEASURE:

- 1990 Advanced Placement Exams.

  Fine Arts: 77 Tests Given, 66.2% scored 3 points or higher

  Foreign Language: 767 Tests Given, 63.2% scored 3 points or higher

Data Source: The College Board

INDICATOR: CITIZENSHIP AS REFLECTED IN COMMUNITY SERVICE, VOTER REGISTRATION AND CIVICS KNOWLEDGE ON NAEP

MEASURE:

- Data presently unavailable in this form at the state level

INDICATOR: HIGH SCHOOL COURSE ENROLLMENTS

MEASURE:

- Data presently unavailable in this form at the state level.

Beginning in the Fall of 1991, CDE will collect math and science course information for grades 7-8 (combined) and 9-12 (combined) once every three years.

A SAMPLING OF EXEMPLARY COMMUNITY RESPONSE

✔ The HUGSS (Helping Us Grow Through Service and Smiles) Program is a service program at Challenger Middle School, Academy 20 School District, which involves all students. Students work in teams to identify needs and design solutions is cooperation with community agencies. Projects have included service to nursing homes and Head Start preschools and designing an amphitheater. CONTACT: Don Joiner, Principal, (719) 598-1007.

✔ Littleton High School is implementing "Direction 2000", a comprehensive restructuring effort to personalize instruction. Education is guided by outcome-based graduation requirements. Graduation will be based on demonstrations of what students know and can do rather than on the number of credit hours they have accumulated. CONTACT: Tim Westerberg, Principal, (303) 798-2438.

GOAL FOUR:

By the year 2000, U.S. students will be first in the world in mathematics and science achievement.

OBJECTIVES:

✔ Math and science education will be strengthened throughout the system, especially in the early grades.

✔ The number of teachers with a substantive background in mathematics and science will increase by 50 percent.

✔ The number of U.S. undergraduate and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly.

INDICATOR: INTERNATIONAL SCIENCE AND MATHEMATICS ACHIEVEMENT COMPARISONS

MEASURE:

- Data from the International Assessment of Educational Progress is presently available at the national level only. In March, 1991, a sample of Colorado 9-13 year olds participated in the International Assessment of Educational Progress. The results of this assessment, which involved students from 20 countries, will be available in the spring of 1992. Colorado was the only state in the U.S. that is participating as a state in this assessment.

INDICATOR: INSTRUCTIONAL PRACTICES AND MATHEMATICS/SCIENCE TEACHER CHARACTERISTICS

MEASURES:

- 1989-90 — Number of Students Completing Math or Science Teacher Preparation Programs in Colorado Colleges: Math: 120; Science: 177

Data Source: Colorado Department of Education

INDICATOR: HIGHER EDUCATION ENROLLMENTS AND GRADUATES IN SCIENCE AND MATHEMATICS

MEASURES:

- 1989-90 — Gender and Ethnicity of Students enrolled in Life Sciences, Mathematics and Physical Sciences:

White	10,825
Hispanic	895
Asian	426
Native American	178
Black	319
Non-Resident Aliens	501
Missing	429
Female	5,981
Male	7,587
TOTAL	**13,568**

• 1989-90 — Gender and Ethnicity of Degree Recipients in Life Sciences, Mathematics and Physical Science:

Category	Associate	Bachelor	Masters	Doctorate	Total
White	194	1,065	195	137	1,591
Hispanic	5	39	5	1	50
Asian	6	39	4	3	52
Native American	0	13	0	0	13
Black	2	17	1	0	20
Non-Resident Aliens	9	23	43	31	106
Not Available	16	55	12	9	92
Female	87	564	71	36	758
Male	145	687	189	145	1,166

Data Source: Colorado Commission on Higher Education

A SAMPLING OF EXEMPLARY COMMUNITY RESPONSE

✔ The Colorado School of Mines (CSM) Precollegiate Minority Program is designed to motivate middle and high school students to complete school, and go on to study science in college. More than 100 students participate in the summer program each year at the CSM campus. About one-third of these students later enroll at the Colorado School of Mines. CONTACT: Don Velasquez, Colorado School of Mines, (303) 273-3608.

✔ Interactive Mathematics Project, a national project being implemented in Eaglecrest High School, is centered around solving problems, rather than instructing in individual concepts or skills. The project integrates mathematics with other subject areas. Assessment includes open-ended test items, group discussions, and student self-assessment. CONTACT: Jean Klanica, Eaglecrest High School, (303) 699-0408.

✔ The science curriculum in the St. Vrain Valley schools is based on hands-on and minds-on experiences. The elementary program includes manipulative, activity-oriented "Kits To Go" to enhance the students understanding of science concepts and processes. CONTACT: Karen Bonde-Hunter, St. Vrain Valley Schools, (303) 776-6200.

GOAL FIVE:

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Objectives:

✔ Every major American business will be involved in strengthening the connection between education and work.

✔ All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace or other programs.

✔ The number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and mid-career students will increase substantially.

✔ The proportion of those qualified students, especially minorities, who enter college, who complete at least two years, and who complete their degree programs will increase substantially.

✔ The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially.

INDICATOR: ADULT LITERACY

MEASURES:

- The Colorado Adult Literacy Commission defines literacy as "The possession of basic communication skills that enable individuals to solve problems to meet their own objectives and to function effectively in our rapidly changing society. Communication Skills include reading, writing, speaking and listening. Computational skills include using arithmetic to solve problems."

  In order to measure Colorado's progress in improving basic skills among adults, the Commission established an 8th grade reading and math level as the minimum acceptable level for all Colorado adults. Figures on the number of Coloradans who do not meet this level will be available from the 1990 census.

INDICATOR: WORKFORCE PARTICIPATION IN ADULT EDUCATION AND TRAINING

MEASURES:

- Data presently unavailable in this form at the state level.

INDICATOR: HIGHER EDUCATION ENROLLMENT AND COMPLETION

MEASURES:

- 1989-90 Full-Time Equivalent (FTE) Student Enrollment

In-State	102,155.8 undergraduate 8,079.5 graduate
Out-of-State	15,616.9 undergraduate 2,586.3 graduate
TOTAL	**128,438.5**

- Colorado High School Graduates participating in Colorado public higher education (First-Time In-State Freshmen who graduated from high school the previous year)

Black	22.6%
Native American	44.8%
Asian	47.0%
Hispanic	31.3%
White	37.5%
TOTAL	**36.4%**

Data Source: Colorado Commission on Higher Education

- Completion Rates of Full-time, In-State, First-time Students who enrolled in Fall, 1986

Public Colleges or Universities

Received B.A. Degree by Spring, 1990
1,741 (19.2%)

Still Enrolled in Public System by Fall, 1990
4,055 (44.6%)

Not Enrolled in Public System in Fall, 1990
3,294 (36.2%)

Data Source: Colorado Commission on Higher Education

Community Colleges

Received Certificate/Associate Degree
770 (20.6%)

Still Enrolled in Public System by Fall, 1990
717 (19.1%)

Not Enrolled in Public System in Fall, 1990
2,259 (60.3%)

NOTE: Retention rates will be available by minority/ethnic group in 1992.

Data Source: Colorado Community College and Occupational Education System

- 1989-90 Degrees Awarded (By Ethnicity)

Ethnicity	Certificate/Associate	Bachelor	Graduate
Black	3.6%	1.5%	0.9%
Native American	1.2%	0.6%	0.5%
Asian	2.2%	2.7%	1.7%
Hispanic	10.2%	4.4%	3.0%
NRA	2.4%	1.5%	11.2%
White	80.4%	89.3%	82.8%
Total Students:	**4,544.0**	**13,928.0**	**4,603.0**
Minority Students:	782.0	1,279.0	278.0
% Of Total	17.2%	9.2%	6.0%

Data Source: Colorado Commission on Higher Education

A SAMPLING OF EXEMPLARY COMMUNITY RESPONSE

✔ Adams State College (ASC) has an exceptionally high percentage of minorities enrolled. In 1989-90, minorities were more than 25 percent of total ASC enrollment. Minorities at ASC also complete their degrees at a comparatively high rate. In 1990, minorities earned 20 percent of all degrees awarded at ASC. Other four-year colleges and universities with significant minority enrollment averaged 8 percent minority graduates. CONTACT: Lawrence Gomez, (719) 589-7221.

✔ The Denver Indian Center was among the first basic skills programs to implement a family literacy program. The program includes literacy/GED instruction for parents, educational activities for the children and a cooperative learning/teaching time for the parents with their children. CONTACT: Linda Nuttall, (303) 936-2688.

✔ In 1990, The Lutheran Family Services received a federal workplace literacy grant to fund an 18 month literacy project at Hewlett-Packard in Fort Collins. The job specific curriculum has been developed from actual work situations pertinent to Hewlett-Packard and includes critical thinking skills, problem solving and decision making. CONTACT: Chris Kneeland, (303) 484-5955.

GOAL SIX:

By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

OBJECTIVES:

✔ Every school will implement a firm and fair policy on use, possession and distribution of drugs and alcohol.

✔ Parents, businesses and community organizations will work together to ensure that schools are a safe haven for all children.

✔ Every school district will develop a comprehensive K-12 drug and alcohol prevention education program, with curriculum integrated into health education.

INDICATOR: IN SCHOOL STUDENT DRUG USE

MEASURES:

- Data presently unavailable in this form at the state level.

INDICATOR: STUDENT AND STAFF VICTIMIZATION

MEASURES:

- Data presently unavailable in this form at the state level.

INDICATOR: STUDENTS' CUTTING OF CLASS AND TEACHER PERCEPTION OF DISRUPTION

MEASURES:

- Colorado Districts are required to maintain and report data on attendance rates under the state accountability law. While a statewide average is not available, this information is available on a district-wide basis from local school districts.

INDICATOR: STUDENT DRUG USE

MEASURES:

- 1989 Survey of Colorado eighth and twelfth graders:

8th grade:

2% Used Cocaine in the 30 days preceding the survey
5% Ever used Cocaine
7% Used Marijuana in last 30 days
19% Ever used Marijuana
33% Used Alcohol in last 30 days
79% Ever used Alcohol

12th grade:

5% Used Cocaine in last 30 days
13% Ever used Cocaine
18% Used Marijuana in last 30 days
48% Ever used Marijuana
66% Used Alcohol in last 30 days
94% Ever used Alcohol

These figures translate into over 1,900 eighth graders and 4,600 twelfth graders who used multiple kinds of drugs or used large amounts of stimulants, marijuana or alcohol.

Data Source: Colorado Department of Health

A SAMPLING OF EXEMPLARY COMMUNITY RESPONSE:

✔ Communities for a Drug Free Colorado is a public/private partnership to combat substance abuse. CDFC staff train teams of volunteers throughout the state to work on substance abuse problems and related issues at the community level. CDFC acts as a coordinating body and resource center working on all aspects of substance abuse from prevention to treatment. CONTACT: Bill Young, (303) 894-2755.

✔ St. Vrain School District works with the Boulder County Health Department to provide intervention services in the school setting. Intervention specialists from the health department are housed in high school counseling offices to do assessments, parent contacts and referrals to outside agencies. CONTACT: Beverly Title, (303) 449-4978.

FOR MORE INFORMATION

Copies of the Colorado 2000 Communities Initiative First Year Action Plan are available from the Colorado 2000 Office, State Capitol, Denver, CO 80302, (303) 866-3123.

Copies of the 1991 National Education Goals Report are available from the National Education Goals Panel, 1850 "M" Street, N.W., Washington, D.C. 20036, (202) 632-0953.

APPENDIX

STATE BOARD GOALS FOR COLORADO EDUCATION

GRADUATION RATE:

Goals

- ✔ Colorado's statewide public school graduation rate will increase by two percent annually from the 1987 rate of 76 percent until it reaches at least 90 percent by July 1, 1995.
- ✔ (K-3) All Colorado schools will have established processes in grades K-3 to identify potential at-risk students and provide them with successful learning experiences upon identification.
- ✔ (4-12) All Colorado schools will have educational programs in place that adequately prepare all students to enter and succeed in their next level of enrollment. These programs will provide students with appropriate skills and will ensure their continuous progress toward graduation from high school.

Priority Objectives:

- ✔ Those racial/ethnic and gender groups with currently low graduation rates have demonstrated proportionately greater increase in graduation rates each year until equity is achieved.
- ✔ Every school district in Colorado has educational alternatives available to assist all students to progress toward graduation by July 1, 1991.
- ✔ All Colorado at-risk preschool children are enrolled in quality early learning programs by July 1, 1992.

ATTENDANCE RATE

Goals:

- ✔ Colorado's public school attendance rate will improve from the 1981-87 average rate of 92 percent to 95 percent by July 1, 1995.

Priority Objectives:

- ✔ Each year, all Colorado school districts certify their attendance rates as part of the annual reporting cycle to the state.
- ✔ School districts certifying an attendance rate below 95 percent have a process to improve attendance in their annual plans.

STUDENT ACHIEVEMENT

Goals:

- ✔ Colorado's public school system will have demonstrated continuous, measurable and significant gains in educational achievement for all student groups by July 1, 1995.
- ✔ By July 1, 1991, Colorado's school districts will have defined their expected student proficiencies at designated grade levels, and will have implemented a program of measurement and reporting.
- ✔ By July 1, 1995, all Colorado high school graduates will receive a diploma certifying that they possess the skills deemed by the local board of education to be necessary for entry to the work place and post-secondary education.

Priority Objectives:

- ✔ Between 1989 and 1995, all Colorado school districts have increased the percentage of students successfully attaining educational outcomes as defined by their district's plan for student achievement.
- ✔ Between 1989 and 1995, all Colorado high schools have continually increased the percentage of students completing advanced classes from racial/ethnic and gender groups not traditionally represented.
- ✔ The scores of all student groups in the statewide assessment sample have increased by 5 percentile points by July 1, 1995.
- ✔ Any performance discrepancy in statewide assessment among racial/ethnic and gender and other minority groups has been reduced with each successive assessment until equity is achieved.

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